



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1UV016 Lärarassistent: Livsvillkor och sociala relationer, 10 credits
Teacher Assistant: Life conditions and Social Relations

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2021-12-01

Revised 2022-06-27 by Faculty of Social Sciences. Revision of literature.

The course syllabus is valid from autumn semester 2022

Prerequisites

General entry requirements for university studies.

Objectives

Upon completion of the course, students shall be able to:

- Describe and give examples of how the diverse living conditions of children and young people may impact social relations and identity formation.
- Describe and give examples of how the school's core values may be made visible in the school practice and how schools can work in a systematic way to prevent discrimination and other offensive treatment.
- Describe and give examples of a critical scrutinizing approach to norms and values concerning the living conditions and social relations of children and young people.
- Describe, justify and use surveys as a method for collection and presentation of empirical data.

Content

The course discusses the diverse living conditions of children and young people, and how having a knowledge of this may influence the communication with and the and

treatment of children and young people at school. The aim is also to provide knowledge of in what ways the living conditions and social relations of children and young people may be of importance to their development, performance and experiences in school. The course also addresses democracy issues and in what ways offensive treatment may be prevented on the basis of scientific studies and best practice. Surveys as a method for collection and presentation of empirical data is also introduced and applied.

Type of Instruction

Teaching takes place in the form of lectures, workshops and field studies.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course takes place by means of three seminars comprising 6 credits and assessed by the grades of Fail or Pass, and one take-home exam comprising 4 credits and assessed by the grades of Fail, Pass or Pass with Distinction.

In order to receive a grade of Pass in the course, the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, it is required that the take-home exam is assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 1UV014 Teacher assistant: Life conditions and social relations, 10 credits.

Required Reading and Additional Study Material

Abiala, Kristina & Hernwall, Patrik (2013). Tweens konstruerar identitet online – flickors och pojkers erfarenheter av sociala medier. *Pedagogisk Forskning i Sverige* (18) 1–2, pp. 10–35. (25 p.)

Aspelin, Jonas (2010). *Sociala relationer och pedagogiskt ansvar*. Gleerups (168 p.) ISBN 9789140668882

Barnombudsmannen (2015), *Könsskillnader i skolresultat och psykisk ohälsa*. Temarapport Max 18 - 2015.(24 p.) Barnombudsmannen. Available on the Internet.

Björkman, Lotta & Bromseth, Janne (eds.) (2019). *Normkritisk pedagogik. Perspektiv, utmaningar och möjligheter*. Studentlitteratur. pp. 23-94, 285-354 (140 p.) ISBN 978-91-44-11808-6

Christoffersen, Line & Johannesen, Asbjörn (2015). *Forskningsmetoder för lärarstudenter*. Lund: Studentlitteratur. pp. 11 – 62, 151 – 162 (60 p.) ISBN 9789144101613

Eek-Karlsson, Liselotte (2019). *Ungas samspel online*. Skolverket (11 p.) Available on the Internet.

Jensen, Mikael & Fjällhed, Anders (2013), *Barns livsvillkor i mötet med skola och fritidshem*. Lund: Studentlitteratur: Ch. 1, 2, 7, 8, 9 and 12 (79 p.) ISBN 9789144090924

Jobér, Anna (2015). *Social klass i skolan. Det kompensatoriska uppdraget*. Natur & Kultur (166 p.) ISBN 978-91-27-13936-7

Lind Wallerstedt, Heléne (2021). *Lärarassistentens handbok*. Gleerups. (Ch. 4,10) (ca. 20 p.) ISBN 9789151103549

Lärarnas Riksförbund (2015). *Det öppna klassrummet*. LR (32 s). Available on the Internet.

Skolinspektionen (2016). *Skolors arbete mot trakasserier och kränkande behandling på nätet*. Skolinspektionen (35 p.) Available on the Internet.

Skolinspektionen (2020). *Grundskolors arbete med jämställdhet*. Skolinspektionen. (44 p.) Available on the Internet.

Skolverket (2019). *Främja, förebygga, upptäcka och åtgärda – hur skolan kan arbeta mot trakasserier och kränkningar*. (132 p.) ISBN 978-91-7559-338-8. Available on the Internet.

Sorbring, Emma, Andersson, Åsa & Molin, Martin (Eds.) (2014), *Att förstå ungdomars identitetsskapande: en inspirations- och metodbok*. Stockholm: Liber: Ch. 3, 5, 6, 9 and 12 (83 p.) ISBN 9789147098330

Statens medieråd (2021). *Ungar och medier 2021*. pp. 6-111 (105 p.) Statens medieråd. Available on the internet.

Svaleryg, Kajsa & Hjertsson, Mia (2022). *Likabehandling i förskola och skola*. Liber. (256 p.) ISBN 978-91-47-14635-2

Thornberg, Robert (2020). *Det sociala livet i skolan. Socialpsykologiska perspektiv*. Liber. (ch. 1, 2, 4, 6, 10) (170 p.) ISBN 9789147132058

Zimmerman, Fredrik (2021). *Klass, etnicitet och kön: en introduktion för lärare*. Studentlitteratur (111 p.) ISBN 9789144134581

Zimmerman, Fredrik (2022). *Nya vägar till en likvärdig skola. Hur teorier om antipluggkultur leder fel och vad vi istället kan göra för att fler pojkar ska lyckas i skolan*. Liber. (144 p.) ISBN 978-91-47-14428-0

Policy documents and publications also included (ca. 20 pages).